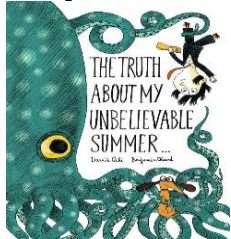
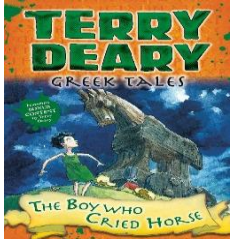
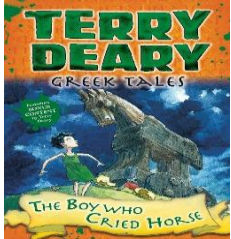
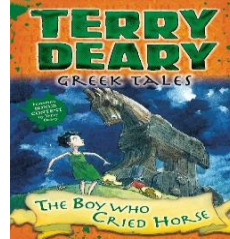
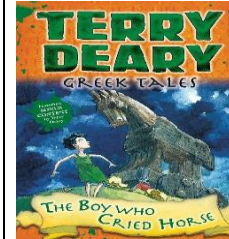
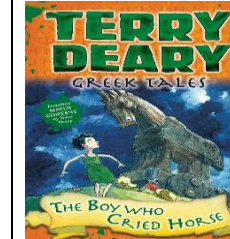
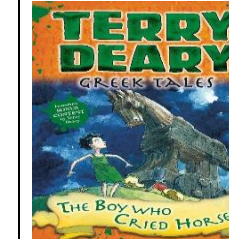




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Autumn Term 1 2024
Phase Lower Key Stage 2 Year Group 4



	Week 1 WB 02.09	Week 2 WB 09.09	Week 3 WB 16.09	Week 4 WB 23.09	Week 5 WB 30.09	Week 6 WB 07.10	Week 7 WB 14.10	
Big Question:	Ancient Greece was 2,500 years ago, so why do we still talk about it today?							
Connected Concepts:	Power Influence Cause & Effect	Power Influence Cause & Effect	Power Influence Cause & Effect	Power Influence Cause & Effect	Power Influence Cause & Effect	Power Influence Cause & Effect	Power Influence Cause & Effect	
Book Studies	The Truth about my Unbelievable Summer by Benjamin Chaud 	The Boy Who Cried Horse by Terry Deary 	The Boy Who Cried Horse by Terry Deary 	The Boy Who Cried Horse by Terry Deary 	The Boy Who Cried Horse by Terry Deary 	The Boy Who Cried Horse by Terry Deary 	The Boy Who Cried Horse by Terry Deary 	
Children steering learning....	Who were the Greeks? Where did the Ancient Greeks live? How long did the Ancient Greeks live for? What came before and after the Ancient Greeks? How did the Ancient Greeks live? How do we know what life was like in Ancient Greece? Who were the most powerful people? What battles did the Greeks have? What was life like in Athens? What is similar and different to life then and now? What were the Ancient Olympics like? What is similar and different to today's Olympics? How did the Ancient Greeks influence us? Why are the Ancient Greeks still spoken about and remembered today?							
English Reading -Word reading -Comprehension	Whole Class Text - The Truth About my Unbelievable Summer Retrieval skill development and practice	Whole Class Text - The Boy Who Cried Horse Develop fluency when reading aloud Prediction skill using front cover Word Meaning	Whole Class Text - The Boy Who Cried Horse Develop fluency when reading aloud Retrieval skill development and practice	Whole Class Text - The Boy Who Cried Horse Develop fluency when reading aloud. Word Meaning	Whole Class Text - The Boy Who Cried Horse Develop fluency when reading aloud Inference skill using PE and PEE	Whole Class Text - The Boy Who Cried Horse Develop fluency when reading aloud Inference skill using PE and PEE	Whole Class Text - The Boy Who Cried Horse Develop fluency when reading aloud Summarise chapters	
Writing -Transcription -Composition -Vocabulary, Grammar and Punctuation	Text Focus - Fictional Recount of Summer <u>Phase 1 - Hook</u> Role play and drama <u>Phase 1 - Understanding as a reader</u> Story Map of text	Text Focus - Diary Recount of a soldier in the Trojan Horse <u>Phase 1 - Hook</u> Drama activity about Trojan Horse	Text Focus - Diary Recount of a soldier in the Trojan Horse <u>Phase 2 - Understanding as a writer</u>	Text Focus - Greek Myth <u>Phase 1 - Hook</u> Hook - Match mythical beasts and heroes. Create their own beast/creature.	Text Focus - Greek Myth <u>Phase 2 - Understanding as a writer</u> Introduce and practice sentence types	Text Focus - Non-chronological reports on the Olympics <u>Phase 1 - Hook</u> Mini-Olympics. Explore what happened during the ancient Olympics	Text Focus - Non-chronological reports on the Olympics <u>Phase 2 - Understanding as a writer</u> Teach and practise key sentence features for children to edit and	

	<p>Phase 2/3 – Understanding as a writer/Composition Compose sentences including verb, noun and adverbial phrases</p>	<p>Phase 1 – Understanding as a reader Identify true/false statements using text</p> <p>Phase 2 – Understanding as a writer Introduce diary recount WAGOLL identify features and Tier II vocabulary</p>	<p>Practise writing sentences, which include subordinate and relative clauses.</p> <p>Phase 3 – Composition Plan diary recount from the perspective of a Greek soldier in the wooden horse.</p> <p>TAG with partner Edit and improve</p>	<p>Phase 1 – Understanding as a reader Read through WAGOLL. Complete text detectives and story mountain</p> <p>Phase 2 – Understanding as a writer Explore features and Tier II vocabulary used in the text.</p>	<p>Phase 3 – Composition Using story mountain to plan and write myth in the style of Theseus and the Minotaur.</p> <p>Edit myth using TAG</p>	<p>Phase 1 – Understanding as a reader Read and retrieve key information from WAGOLL to build knowledge.</p> <p>Phase 2 – Understanding as a writer Explore key features of NCR Explore Tier II vocabulary – defining and using within context</p>	<p>improve and then generate themselves.</p> <p>Phase 3 – Composition Plan and create Non-chronological reports Edit texts using TAG.</p>
Tier Two Vocabulary	Airborne Hitched Deserted, Experimental Arrival Disturbed Promptly Apparently Appreciate	Ruin, Gaze Tender Betray, Sly Noble Squealing Slaughter Impenetrable		Ghastly Devious Picturesque Mighty Protruded Stagger Vicious Intricate Labyrinth		Marathon Citizen Temple Festival Worship Ceremony Democracy Legacy Influence	
Mathematics Number -Addition and Subtraction -Multiplication and Division -Measurement	<p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>Identify, represent and estimate numbers using different representations. Explore objectives using images and practical apparatus.</p>	<p>Partition 4-digit numbers into thousands, hundreds, tens and ones.</p> <p>Find 1000 more or less than a given number. Explore objectives using images and practical apparatus. Use toolkits to explore place value that link to money and measures.</p>	<p>Order and compare numbers beyond 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Round any number to the nearest 10, 100 or 1000. Explore objectives using images and practical apparatus. Use toolkits to explore rounding.</p>	<p>Count backwards through zero to include negative numbers</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Count in multiples of 6, 7, 9, 25 and 1000</p> <p>Recall multiplication and division facts for multiplication tables for 6, 7 and 9 times tables. Explore objectives using images and practical apparatus. Use toolkits to explore multiplication that link to money and measures.</p>	<p>Recall multiplication and division facts for multiplication tables up to 12 × 12 (facts for 6,7,9,11,12 are new)</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>

Mathematics - Retrieval work through maths rehearsal sequence	+ - bonds to 10	+ - bonds to 20 including bridging 10.	+ - bonds to 20 including bridging 10.	+ - bonds to 20 including bridging 10.	+ - bonds to 20 including bridging 10. Applying + - bonds to 10 and 20 to larger 2 digit numbers.	+ - bonds to 20 including bridging 10. Applying + - bonds to 10 and 20 to multiples of 10 less than 100.	+ - bonds to 20 including bridging 10. Applying + - bonds to 10 and 20 to multiples of 10 greater than 100.
Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics	Living things and their habitats Name living things in a range of habitats, giving key features that helped identify them. <u>Pre-assessment opportunity:</u> <i>Identify different habitats and animals who live there. How have they adapted to their habitat?</i>	Living things and their habitats Recognise that living things can be grouped in a variety of ways. Introduce vocabulary. Identify animals as amphibians, mammals, birds, fish or reptiles. Group animals in different ways. Which key features have been used to classify them?	Living things and their habitats Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Working scientifically to observe - Use straightforward scientific evidence to answer questions or to support findings. Introduce classification key. Follow classification key to explore living things in their local and wider environment.	Living things and their habitats Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Working scientifically to respond - Gather record, classify and present data in a variety of ways to help answer questions, record findings using simple scientific language and keys. Create classification key to explore living things in their local and wider environment.	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. <u>Assessment Indicators</u> <i>Name living things in a range of habitats, giving key features that helped identify them.</i> <u>Assessment Indicators</u> <i>Use classification keys to identify unknown plants and animals.</i>	Living things and their habitats Recognise that environments can change and that this can sometimes pose dangers to living things. Explore how habitats are different from each other and this difference is reflected in the animals that choose to live there.	Living things and their habitats Recognise that environments can change and that this can sometimes pose dangers to living things. Consider the ways our local/school habitats have changed naturally and by humans (pond in the playground) and how this has posed a danger to living things. <u>Assessment Indicators</u> <i>Give examples of how an environment may change both naturally and due to human impact</i>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE)	PSHEE Jigsaw SOW Being Me in my world. How can we become a class team? Rights and responsibilities as a member of the class and school and how these are linked to rules. Create a learning charter together. How will we ensure this learning charter is kept?	PSHEE Jigsaw SOW Being Me in my world. How can we become a class team? Know how good it feels to be included in a group and understand how it feels to be excluded. Explore and discuss pictures on how it feels to included or excluded. How can we make sure we make others feel valued and welcomed? Choose 9 words that describe teamwork.	PSHEE Jigsaw SOW Being Me in my world. Who is in my school community and what role do they play? Rights and responsibilities as a member of the class and school and how these are linked to rules. Role play the different roles in our school community. Rank the jobs from most important. What would	PSHEE Jigsaw SOW Being Me in my world. What are my rights and responsibilities in the classroom? Rights and responsibilities as a member of the class and school and how these are linked to rules. Spot the difference in the pictures. Answer questions. Introduce the rights of children and vote democratically	PSHEE Jigsaw SOW Being Me in my world. What are the effects of my actions? Understand how attitudes and actions impact the class team. Freeze frame scenarios and discuss the different choices and consequences of the actions. (BV -Individual liberty/Mutual respect)	PSHEE Jigsaw SOW Being Me in my world. How are decisions made? Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team. Look at the images - what are the roles of these people? How are the decisions made? Discuss a team scenario and what went wrong.	PSHEE Jigsaw SOW Being Me in my world. How can we contribute to a team? Understand how rewards and consequences motivate people's behaviours and how attitudes and actions impact the class team. Create poster on how to work best as a team. (BV - Individual liberty/Mutual respect)

<p>and Health Education</p>	<p>(BV - Individual Liberty and Mutual Respect)</p>	<p>Create a diamond 9 and feedback their decisions. (BV - Individual liberty/Mutual respect)</p> <p>Assessment Indicators <i>Explain why being listened to and listening to others is important in my school community.</i></p>	<p>happen if this job was not performed? (BV - Mutual Respect and Tolerance)</p>	<p>on the top 3 responsibilities. (BV - Democracy/ Mutual respect/Rule of law)</p> <p>Assessment Indicators <i>Explain why being democratic is important and can help me and others feel valued.</i></p>		<p>In groups discuss how the task could have been improved. (BV - Democracy/ Mutual respect/Rule of law)</p> <p>Assessment Indicators <i>Justify why being in a democracy helps people feel valued and is fair.</i></p>	<p>Assessment Indicators <i>Problem-solve and offer different solutions to help my team/ class/ school be more democratic.</i></p>
<p>Physical Education -Gymnastics -Dance -Games -Athletics -Swimming</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Understand that keeping my chest up helps me to stay balanced.</p> <p>Develop balancing and understand the importance of this skill.</p> <p>Outdoor PE - Netball Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Develop passing and moving and play within the footwork rule.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Understand that keeping my chest up helps me to stay balanced.</p> <p>Develop balancing and understand the importance of this skill.</p> <p>Outdoor PE - Netball Know that moving into space will help my team keep possession and score goals. Develop passing and moving and play within the footwork rule.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals</p> <p>Demonstrate when and how to accelerate and decelerate.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent.</p> <p>Develop technique when running at difference speeds</p> <p>Assessment Indicators <i>Understand and can demonstrate how and when to speed up and slow down when running.</i></p> <p>Outdoor PE - Netball Develop passing techniques appropriate to the game with increasing success. Use a variety of passes to move towards a goal.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals4</p> <p>Change direction quickly under pressure.</p> <p>Understand that a change of direction and speed can help to get past or away from an opponent.</p> <p>Develop agility using a change of speed and direction.</p> <p>Outdoor PE - Netball Change direction to lose an opponent with some success. Develop movement skills to lose a defender.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Know that swinging my no hopping foot helps to create momentum.</p> <p>Develop technique and control when jumping, hopping and landing</p> <p>Outdoor PE - Netball Develop defending one on one and begin to intercept. Defend against an opponent to try to win the ball.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals</p> <p>Consistently skip in a rope. Develop skipping with a rope.</p> <p>Outdoor PE - Netball</p> <p>Recognise when to pass and when to shoot. Develop the shooting action.</p>	<p>GETSET4PE SOW Indoor PE- Fundamentals</p> <p>To apply fundamental skills to a variety of challenges. Set up a variety of challenges and apply the fundamental skills.</p> <p>Assessment Indicators <i>Change direction quickly under pressure.</i></p> <p><i>Identify when I was successful and what is needed to improve.</i></p> <p><i>Link hopping and jumping actions with other fundamental skills.</i></p> <p>Outdoor PE - Netball Know and understand the rules to be able to manage our own game.</p> <p>Apply the skills and actions to play games using netball rules.</p>

<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Computing Systems and networks - connecting computers.</p> <p>Demonstrate how information is shared across the internet. Explore the recommended minimum age requirements of apps and suggest the potential dangers of specific websites and apps.</p> <p>Explore S.M.A.R.T rules for internet safety and communicate what we should do if we encounter inappropriate content online. (BV- Individual liberty/Mutual respect/ Rule of law/Tolerance)</p>	<p>Computing Systems and networks - connecting computers.</p> <p>Describe how networks connect to other networks. Explore how a network can share messages with another network to form the internet.</p> <p><u>Assessment Indicator</u> <i>Describe networked devices and how they connect.</i></p>	<p>Computing Systems and networks - connecting computers.</p> <p>Recognise how networked devices make up the internet. Describe the parts of a network and how they connect to each other to form the internet.</p>	<p>Computing Systems and networks - connecting computers.</p> <p>Know how websites can be shared via the WWW. Explore what can be shared on the World Wide Web and where websites are stored. (BV - Individual liberty/Mutual respect)</p>	<p>Computing Systems and networks - connecting computers.</p> <p>Know how websites can be shared via the WWW. To describe how content can be added and accessed on the World Wide Web (WWW). Consider what content can be added to websites and what factors they should consider before adding content to a website. (BV - Individual liberty/Mutual respect)</p> <p><u>Assessment Indicators</u> <i>Describe how to access websites on the www and describe where they are stored when uploaded to the www. Recognise that I can add content to the www.</i></p>	<p>Computing Systems and networks - connecting computers.</p> <p>Recognise how the content on the www is created by people. Explore a variety of websites and will investigate what they can and cannot do with the content on them. (BV-Individual liberty/Mutual respect /Tolerance)</p> <p><u>Assessment Indicators</u> <i>Explain that websites and their content are created by people. Suggest who owns content on websites.</i></p>	<p>Computing Systems and networks - connecting computers.</p> <p>Evaluate the consequences of unreliable content. Review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results.</p> <p><u>Assessment Indicators</u> <i>Describe networked devices and how they connect. Explain that not everything on the www is true, accurate or legal Explain why caution is needed before sharing on the www. Pupils learning to be saved on Seesaw.</i></p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>	<p>Minor Map Skills EQ - Where is Greece?</p> <p>Use maps, atlases, globes and digital/computer mapping to locate Greece and describe features studied Play fastest finger first, pointing out physical features on a relief map of Greece. Link landscape to the myth of Theseus and the Minotaur.</p>					<p>Minor Fieldwork EQ - How has Cheadle village changed over time?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and graphs.</p> <p>Cheadle fieldwork - On a walk around Cheadle, match photos from the</p>	<p>Minor Fieldwork EQ - Why has Cheadle village changed over time?</p> <p>Investigate the local area, looking at types of shops, services and houses. Fieldwork follow up - Look at the photographs that we took on our fieldwork. Share findings in small groups. Look at data on the differences in settlement, land use</p>

	Identify main features of the Greek landscape and infer how that would have had an impact on the life of the ancient Greeks.					past to the land use of Cheadle village. Annotate photographs to identify what has changed and what has stayed the same. <u>Assessment Indicator</u> Visit and explore the physical and human geography of a relevant place.	and economic activity and draw conclusions about the reasons for change over time. <u>Assessment Indicator</u> Begin to relate the graphical representation of data to recording change over time.
History -Chronology -Concepts -Interpretation -Enquiry -Communication	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>EQ - Where do the Ancient Greeks fit into history and the World?</p> <p>Place the Ancient Greeks into the wider context of historical chronology</p> <p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations. Introduce the Meadowbank timeline. Identify the Ancient Greeks on the timeline.</p> <p>Introduce the city-states (Athens and Sparta) Plot the main events and people we will investigate on an internal timeline of the Ancient Greeks.</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>EQ - How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Identify why interpretation of sources is critical to our understanding of the past.</p> <p>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>EQ - Why was Ancient Greece so powerful?</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Discuss, sort and analyse reasons why tiny Athens beat Persia at the Battle of Marathon. (BV-Democracy)</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>EQ - What was so special about life in ancient Athens?</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc...</p> <p>Role play being an Athenian citizen focusing on democracy and the building of the Parthenon.</p>	<p>Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge.</p> <p><u>Assessment Indicators</u> Can use some key dates as important markers of events Can interpretations because the gaps in the evidence are so large they have to be filled with see that there are often different imaginative reconstruction. Can understand that events usually happen for a combination of reasons</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>EQ - What can we tell about the Ancient Greeks from what they did for fun?</p> <p>Identify the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history.</p> <p>-power -invasion -achievements -beliefs -society -legacy (and housing, food, entertainment)</p> <p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. create questions and draw conclusions from 4 images from the time.</p>	<p>Major A study of Greek life, achievements and their influence on the Western world</p> <p>EQ - In what ways have the Ancient Greeks influenced our lives today?</p> <p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p> <p>Identify the effects and influence of Greek achievements on the Western World - democracy, philosophy, medicine, language etc...</p> <p>What did the Greeks do for us video https://vimeo.com/164710802?scrlybrkr=c9852c12 - evaluate and then complete 'Under the Cloth' activity Pupils design a set of stamps showing the range of Greek achievements and legacy to us today. They</p>

		Draw evidence from the images on pots going beyond literal. Areas of society to focus on warfare, mythology and role of women.		(BV - Democracy)		What do they tell us about leisure in Ancient Greece? (Theatre) (BV - Democracy)	work our which images to place on each stamp and assign a value £1, £2 etc... showing they have considered the relative significance and importance of each achievement. <u>Assessment Indicator</u> Can understand that some changes are much more significant than others. (BV - Democracy)
Religious Education, Beliefs and Values -Believing -Expressing -Living	(LIVING) How do family life and festivals show what matters to Jewish people. What is Judaism? Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. Children activate prior-knowledge about Judaism and create concept map and define key vocabulary. (BV - Mutual respect/Tolerance)	(LIVING) How do family life and festivals show what matters to Jewish people. What is worth celebrating? What do Jewish families celebrate every week? Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. Explore and understand the Shabbat. (BV - Mutual respect/Tolerance)	(LIVING) How do family life and festivals show what matters to Jewish people. Why do Jewish people celebrate Rosh Hashanah? Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives. Explore the festival of Rosh Hashanah. Understand the significance of the food in the ceremony. (BV - Mutual respect/Tolerance)	(LIVING) How do family life and festivals show what matters to Jewish people. Why do Jewish people celebrate Yom Kippur? Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities Read the story of Jonah and the fish. Reenact the Jewish ceremony of Tashlich casting away sins. (BV - Mutual respect/Tolerance)	Sticky Knowledge- Retrieval Focus on Must-Prior Knowledge and Should-Current Knowledge. Add to concept map using questions as prompts. <u>Assessment Indicator</u> Explain what Jews do at Rosh Hashanah. Detail how the Shofar is used and the tradition of Tashlich.. Explain what happens during Yom Kippur including fasting and praying for forgiveness. Detail what Day of Atonement means and how this relates to the themes of repentance, deliverance and salvation. Explore own ideas of forgiveness, reflection, saying sorry and being forgiven.	(LIVING) How do family life and festivals show what matters to Jewish people. Why is Pesach important for Jews? Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. Retell the story of the Exodus and how it is remembered at Pesach. P4C - Slavery <u>Assessment Indicator</u> Respond to slavery in the world today and the right to freedom. (BV - Democracy, Mutual respect, Rule of law/Tolerance)	(LIVING) How do family life and festivals show what matters to Jewish people. Why are commandments and blessings important to Jewish people? Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives. Explore the ten commandments and how these affect actions. Make connections between the festivals and how they allow Jewish people to reflect on their life and actions. (BV - Mutual Respect and Tolerance) <u>Assessment Indicators</u> Retell the story of the Exodus. Explain how the story is remembered during Pesach and how it is celebrated

							including preparation and the Seder meal. Detail the meaning of Pesach - freedom, faithfulness, rescued from slavery and the promised land. Respond to slavery in the world today and the right to freedom.
Modern Foreign Languages- French -Listening -Speaking -Reading -Writing -Intercultural Understanding	Year 3 French recall: Say and repeat the numbers to 20 Play a range of outdoor and classroom games to help them recap the numbers to 30 in French.	Catherine Cheater SOW Listening Understand a range of familiar spoken phrases. Recognise familiar words in sentences. Speaking Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation. Ask and answer simple questions and give basic information by speaking in sentences. Greetings at the start of a lesson: Qui-est ce? C'est + name	Catherine Cheater SOW Speaking Know how to say short sentence using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit) Oui, non. Dans le sac ...il y a... et... un lion, un chat.	Catherine Cheater SOW Speaking Ask and answer simple questions and give basic information by speaking in sentences. Intercultural Understanding Listen to a variety of French music. Colours blanc, noir, orange, rose. Ce n'est pas + name. Coin! Coin! Encore! European Day of Languages - Visit French market. Listen and watch songs /cartoons in French <u>Assessment Indicators</u> Can ask and answer a wider range of questions from memory. <u>Qu'est-ce que c'est?</u> <u>Qui est-ce?</u>	Catherine Cheater SOW Reading Know and apply known sound /spelling patterns in reading. Writing Know that days and months do not need a capital letter unless at start of sentence / on calendar. Masculine nouns starting with a consonant.	Catherine Cheater SOW Reading Know and apply known sound /spelling patterns in reading. Phonics /on/ Nouns and determiners: the indefinite article in the singular and plural <u>Assessment Indicators</u> Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme eg eau, cadeau, chapeau; or different grapheme eg stlyo.	Catherine Cheater SOW Speaking Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation. Masculine vowels beginning with a vowel un elephant, un avion, un ane
Art and Design -Structuring and Creating -Art Elements -Evaluate and Appraise	Drawing & Painting Artist- Roy Lichtenstein Self Portrait annual progress assessment	Drawing & Painting Artist- Roy Lichtenstein Know some features of art from different historical periods. Introduced Pop Art Movement.	Drawing & Painting Artist- Roy Lichtenstein Refer to artists from history and experiment with their styles.	Drawing & Painting Artist- Roy Lichtenstein Refer to artists from history and experiment with their styles.	Drawing & Painting Artist- Roy Lichtenstein Develop the use of paint (watercolours) using line techniques. Use paint (watercolours) to	Drawing & Painting Artist- Roy Lichtenstein Develop the use of paint (watercolours) using line techniques. Use paint (watercolours) to	Drawing & Painting Artist- Roy Lichtenstein Develop the use of paint (watercolours) using line techniques. Use paint (watercolours) to

<p>Design and Technology -Design -Make -Evaluate -Food Technology</p>		<p>Identify key features, what they like/dislike and questions. Create a mood board.</p>	<p>Know how to use marks and lines to show texture. Introduce Roy Lichtenstein. Identify some features of his work and experiment with the day dots and lines to show texture. What colours are used? How does he use shape and line in his paintings?</p>	<p>Know how to show facial expressions using sketching. Using Roy Lichtenstein's painting, draw a simple outline of a faces and practise using dots and lines in different thicknesses to create texture in the style of Roy Lichtenstein. <u>Assessment Indicators</u> Use shading effectively to portray negative space.</p>	<p>represent figures and movements. Paint picture using the 4 bright bold colours and dots and lines in the style of Roy Lichtenstein. <u>Assessment Indicator</u> Create strokes of varying thickness using line techniques in water colour painting.</p>	<p>represent figures and movements. Choose an item or face and draw Draw/copy the comic strip using simple lines and shapes. <u>Assessment Indicator</u> Demonstrate movement within artwork, created by choice of brush thickness.</p>	<p>represent figures and movements. Complete their art piece comic strip by using bold colours, lines and dots with thick black outlines. <u>Assessment Indicator</u> Artwork inspired by Roy Lichtenstein, specifically looking at facial features.</p>
<p>Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>	<p>Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Understanding Music Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Listen to the song Hoedown and practise singing in tune with classmates.</p>	<p>Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Listen and Appraise Recognise the style of music you are listening to Talk about the words of a song Think about why the song or piece of music was written. Singing Rehearse and learn songs from memory and/or with notation. Continue to learn the song Hoedown recognising</p>	<p>Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Introduce 2 notes and play instrumental parts of chosen song.</p>	<p>Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Introduce 2 more notes and play instrumental parts of chosen song.</p>	<p>Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Practise playing more challenging instrumental parts of song.</p>	<p>Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Improvisation Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A Improvise parts using notes practised in previous lesson.</p>	<p>Charanga Model Music Curriculum B Musical Structures - How does music bring us together? Composition Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Create own composition by building on improvised parts. Perform and record to class. <u>Assessment Indicator:</u> Play a part on a tuned instrument by ear or from notation. Play the right notes with more secure rhythms. Rehearse and performing their parts</p>

							<i>within the context of the unit song. Play together with everybody while keeping the beat. Listen to and following musical instructions from a leader. Treat instruments carefully and with respect. Play their instruments with good posture.</i>
Outdoor Learning Opportunities				Minor: (Religion, Values and Beliefs) Re-enact the Jewish ceremony of Tashlich by floating boats on a water tray.			Major: (Science) Survey how habitats in our school environment can be changed
Enhancements Visits and Visitors							Cheadle Field Trip 15.10.24 9am-12noon
Parental Engagement				Time Table Games 24.09.24 at 9am			
Whole School and National Events				European Day of Languages 26.09.24	Black History Month 01.10.24-31.10.24 Rosh Hashanah 02.10.24-04.10.24	World Mental Health Day 10.10.24 Yom Kippur 11.10.24	

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.